



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

33016 N 60th St, Scottsdale, AZ 85262

Cave Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Pam Sitton
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.ccusd93.org
Phone Number : (480) 575-2100
Fax Number : (480) 488-6708
E-mail : psitton@ccusd93.org

Mission

Mission Statement: Black Mountain Elementary is a collaborative nurturing community dedicated to creating an environment of respect and meaningful learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Provide experiences which promote purposeful and appropriate reading, writing and speaking skills.
- ü Continue to develop a collaborative learning community with strength in community partners and parent involvement.
- ü Increase methods of communication with parents.
- ü Continue to enrich the district math curriculum including hands-on learning, problem solving and real-life experiences.

Enrollment

October 1, 2005 School Year Student Enrollment : 598
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 65

Instructional Programs

- ü Art, Music, Physical Education
- ü On-site Special Education
- ü Everyday Mathematics
- ü Accelerated Reader
- ü Gifted Learning Opportunities
- ü All-Day Kindergarten
- ü ELL
- ü Second Step Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/11/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

We encourage open lines of communication with our family community and have an open door policy regarding parent visits. We report to parents through conferences, regular teacher feedback and monthly newsletters.

Parents

Parents are responsible for getting students to school on time, properly clothed, rested & fed; reporting absences & providing a written excuse. We expect parents to be actively involved & to contact the student's teacher or principal with concerns.

Transportation Policy

The safe transportation of students to and from school is the primary function of the Transportation Department. Bus riding is a privilege extended to students through the Governing Board policy. Students are to conduct themselves while on the bus, before boarding the bus, and after leaving the bus, in a manner consistent with established bus safety standards. Students shall conform to all policies and regulations relating to conduct on school buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü A+ School Recognition	2005
ü Standards Based Professional Development Grant	2004
ü Christa McAuliffe Award	2004
ü AZ Game & Fish Grant	2003

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	452	80010	99	100	99	463	471	447	3	4	10	9	8	18	67	55	53	21	33	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	225	38935	100	100	99	463	473	447	4	3	9	9	8	19	67	55	55	20	34	17
Male	41	227	40974	98	100	98	463	470	448	2	4	11	10	8	18	66	55	52	22	33	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	NC	22	34545	NC	96	99	NC	434	432	NC	NA	14	NC	45	24	NC	41	53	NC	14	9
Asian/Pacific Islander	NC	10	2068	NC	100	99	NC	NA	474	NC	NA	4	NC	NA	10	NC	NA	50	NC	NA	36
American Indian/Alaskan Native	--	--	3979	--	--	96	--	--	424	--	--	17	--	--	30	--	--	47	--	--	6
White	76	415	35142	99	100	99	468	473	465	4	4	5	4	7	11	70	55	56	22	34	28
Students with Disabilities	12	50	10161	100	100	93	434	423	419	25	28	28	17	30	28	50	30	36	8	12	8
Students without Disabilities	75	402	69849	99	100	100	468	477	451	NA	1	7	8	5	17	69	58	56	23	36	19
Limited English Proficient Students	NC	10	14013	NC	100	97	NC	NA	413	NC	NA	24	NC	NA	34	NC	NA	39	NC	NA	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	NC	NC	39029	NC	NC	98	NC	NC	432	NC	NC	14	NC	NC	25	NC	NC	52	NC	NC	9
Non-Economically Disadvantaged	82	443	40981	99	100	100	466	472	462	2	4	6	7	8	13	68	54	54	22	34	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	452	79438	99	100	98	463	475	451	3	3	9	14	9	24	72	72	56	10	15	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	226	38775	100	100	99	468	481	457	2	2	7	17	7	22	67	73	58	13	18	13
Male	41	226	40560	98	99	97	459	469	446	5	4	12	10	12	25	78	72	54	7	13	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	NC	23	34297	NC	100	98	NC	440	434	NC	9	14	NC	35	31	NC	52	50	NC	4	5
Asian/Pacific Islander	NC	10	2063	NC	100	99	NC	NA	475	NC	NA	3	NC	NA	15	NC	NA	63	NC	NA	20
American Indian/Alaskan Native	--	--	3940	--	--	95	--	--	429	--	--	14	--	--	36	--	--	47	--	--	3
White	76	414	34887	99	100	98	469	476	471	1	3	4	11	8	15	78	74	63	11	15	18
Students with Disabilities	12	50	9588	100	100	88	432	426	416	8	22	30	33	30	32	50	46	34	8	2	5
Students without Disabilities	75	402	69850	99	100	100	468	481	456	3	0	7	11	7	23	76	76	59	11	17	12
Limited English Proficient Students	NC	10	13856	NC	100	96	NC	NA	407	NC	NA	27	NC	NA	43	NC	NA	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	NC	NC	38685	NC	NC	97	NC	NC	435	NC	NC	14	NC	NC	32	NC	NC	50	NC	NC	5
Non-Economically Disadvantaged	82	443	40753	99	100	99	466	475	467	4	3	5	10	9	16	76	73	62	11	16	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	453	79971	99	100	99	445	458	423	3	4	8	29	19	41	60	69	49	8	9	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	226	38974	100	100	99	455	474	437	2	2	5	22	11	33	65	75	57	11	12	4
Male	41	227	40895	98	100	98	434	443	410	5	6	10	37	26	47	54	63	41	5	5	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	NC	23	34481	NC	100	99	NC	431	410	NC	4	10	NC	35	46	NC	61	43	NC	NA	1
Asian/Pacific Islander	NC	10	2067	NC	100	99	NC	NA	449	NC	NA	4	NC	NA	28	NC	NA	60	NC	NA	8
American Indian/Alaskan Native	--	--	3995	--	--	96	--	--	409	--	--	10	--	--	47	--	--	42	--	--	1
White	76	415	35150	99	100	99	453	459	437	3	4	5	24	18	35	64	69	56	9	9	5
Students with Disabilities	12	51	10258	100	100	94	408	399	377	8	22	23	58	37	51	25	37	25	8	4	1
Students without Disabilities	75	402	69713	99	100	100	451	465	429	3	2	5	24	16	39	65	73	52	8	9	3
Limited English Proficient Students	NC	10	13985	NC	100	97	NC	NA	382	NC	NA	18	NC	NA	54	NC	NA	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	NC	NC	38994	NC	NC	98	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	41	NC	NC	1
Non-Economically Disadvantaged	82	444	40977	99	100	100	446	459	437	4	4	5	28	18	34	60	69	56	9	9	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	111	472	80147	100	100	99	489	504	482	6	4	11	13	8	17	56	49	49	25	38	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	225	39281	100	100	99	489	504	483	9	4	9	11	7	17	58	54	50	23	35	24
Male	54	247	40780	100	100	98	489	504	482	4	4	12	15	10	17	54	45	48	28	41	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	13	36	33494	100	100	99	439	474	466	38	17	15	31	25	23	23	31	49	8	28	14
Asian/Pacific Islander	NC	19	2103	NC	100	99	NC	523	515	NC	NA	4	NC	NA	8	NC	53	44	NC	47	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	90	411	36122	100	100	99	495	506	501	2	3	5	10	7	10	60	51	50	28	39	35
Students with Disabilities	12	52	10295	100	100	92	454	453	443	8	25	33	50	29	26	25	35	33	17	12	8
Students without Disabilities	99	420	69852	100	100	100	493	510	488	6	2	7	8	6	16	60	51	51	26	41	26
Limited English Proficient Students	NC	NC	12722	NC	NC	97	NC	NC	441	NC	NC	27	NC	NC	33	NC	NC	37	NC	NC	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	NC	38371	NC	NC	97	NC	NC	465	NC	NC	15	NC	NC	23	NC	NC	49	NC	NC	13
Non-Economically Disadvantaged	108	467	41776	100	100	100	491	504	498	5	4	6	12	8	11	57	49	49	26	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	470	79686	98	100	98	495	496	470	5	4	11	8	9	24	75	74	57	12	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	225	39163	100	100	99	493	497	475	9	4	9	7	7	22	75	75	60	9	14	10
Male	52	245	40438	96	99	97	498	494	465	NA	3	13	10	11	25	75	74	54	15	13	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	12	35	33299	92	97	98	435	466	452	42	17	17	17	14	32	33	63	47	8	6	3
Asian/Pacific Islander	NC	19	2097	NC	100	99	NC	504	490	NC	NA	5	NC	5	13	NC	89	68	NC	5	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	89	410	35914	99	100	98	503	498	489	NA	3	5	7	9	15	80	75	67	13	14	14
Students with Disabilities	10	50	9808	83	96	87	NA	449	432	NA	20	35	NA	30	32	NA	46	30	NA	4	3
Students without Disabilities	99	420	69878	100	100	100	500	501	475	5	2	8	5	6	23	77	78	61	13	14	9
Limited English Proficient Students	NC	NC	12594	NC	NC	96	NC	NC	422	NC	NC	34	NC	NC	45	NC	NC	21	NC	NC	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	NC	38095	NC	NC	97	NC	NC	452	NC	NC	17	NC	NC	32	NC	NC	48	NC	NC	3
Non-Economically Disadvantaged	106	465	41591	98	100	99	498	496	486	3	3	6	8	9	16	77	75	65	12	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	110	471	80372	99	100	99	497	499	475	4	2	4	15	18	30	75	75	64	6	6	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	225	39452	100	100	99	506	515	488	5	1	3	11	9	22	74	82	72	11	8	3
Male	53	246	40836	98	100	98	488	483	464	2	2	6	19	26	37	77	69	56	2	3	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	13	36	33608	100	100	99	422	463	462	23	8	6	23	28	36	46	61	57	8	3	1
Asian/Pacific Islander	NC	19	2098	NC	100	99	NC	511	500	NC	NA	2	NC	16	16	NC	84	75	NC	NA	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	89	410	36213	99	100	99	507	502	489	1	1	2	13	17	22	79	76	72	7	6	3
Students with Disabilities	11	51	10526	92	98	94	434	450	427	9	6	15	55	49	53	36	39	31	NA	6	1
Students without Disabilities	99	420	69846	100	100	100	504	505	482	3	1	3	10	14	26	80	79	69	7	5	2
Limited English Proficient Students	NC	NC	12747	NC	NC	97	NC	NC	432	NC	NC	12	NC	NC	52	NC	NC	36	NC	NC	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	NC	38521	NC	NC	98	NC	NC	461	NC	NC	6	NC	NC	38	NC	NC	55	NC	NC	1
Non-Economically Disadvantaged	107	466	41851	99	100	100	503	500	489	2	1	3	14	18	22	78	75	72	7	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	119	505	79306	100	100	99	532	530	504	5	5	13	7	9	20	51	53	49	37	33	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	247	38845	100	100	99	532	532	505	8	3	11	6	10	20	51	55	50	36	32	18
Male	66	258	40383	100	100	98	532	527	504	3	6	14	8	8	19	52	52	47	38	34	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	13	43	32673	100	100	99	460	483	487	31	16	18	23	21	25	46	56	46	NA	7	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	544	539	NC	18	5	NC	NA	10	NC	36	46	NC	45	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	103	443	36234	100	100	99	540	534	523	2	3	6	5	8	13	52	53	52	41	35	28
Students with Disabilities	12	52	10286	100	100	91	473	478	462	25	31	41	33	19	27	33	44	27	8	6	5
Students without Disabilities	107	453	69020	100	100	100	539	536	510	3	2	9	4	8	18	53	54	52	40	36	21
Limited English Proficient Students	NC	NC	10291	NC	NC	96	NC	NC	458	NC	NC	38	NC	NC	34	NC	NC	26	NC	NC	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	11	37437	NC	100	97	NC	479	486	NC	18	19	NC	27	26	NC	45	46	NC	9	9
Non-Economically Disadvantaged	114	494	41869	100	100	100	535	531	521	4	4	7	5	9	14	52	53	51	39	34	27

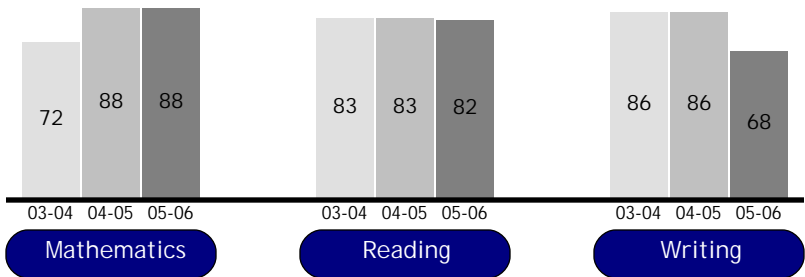
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	118	504	79000	99	100	98	519	515	489	4	3	10	11	10	24	61	70	58	24	17	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	247	38774	100	100	99	520	519	494	8	2	7	6	6	22	66	74	61	21	18	10
Male	65	257	40150	98	100	98	519	511	485	2	3	12	15	15	25	57	67	55	26	16	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	12	42	32508	92	98	98	463	482	472	17	7	15	50	26	33	33	64	49	NA	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	533	510	NC	NA	4	NC	18	14	NC	64	67	NC	18	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	103	443	36135	100	100	98	526	518	508	3	2	4	7	9	14	63	71	67	27	19	15
Students with Disabilities	12	52	9991	100	100	88	451	463	449	33	21	33	42	44	36	17	29	29	8	6	2
Students without Disabilities	106	452	69009	99	100	100	527	521	495	1	0	6	8	6	22	66	75	62	25	18	10
Limited English Proficient Students	NC	NC	10199	NC	NC	95	NC	NC	439	NC	NC	35	NC	NC	47	NC	NC	18	NC	NC	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	10	37234	NC	91	97	NC	NA	472	NC	NA	15	NC	NA	33	NC	NA	50	NC	NA	3
Non-Economically Disadvantaged	114	494	41766	100	100	99	521	516	505	4	2	5	11	10	16	61	70	65	25	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	503	79611	98	100	99	524	525	496	4	3	7	16	22	37	78	73	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	247	39016	100	100	99	541	546	511	2	1	4	13	13	29	83	83	66	2	3	1
Male	64	256	40519	97	99	98	511	505	482	6	6	10	19	30	44	73	63	46	2	1	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	12	42	32855	92	98	99	483	498	481	17	10	10	33	36	43	50	55	47	NA	NA	0
Asian/Pacific Islander	NC	11	2149	NC	100	100	NC	552	519	NC	18	4	NC	NA	24	NC	73	70	NC	9	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	102	442	36380	99	100	99	529	528	511	3	2	4	15	21	30	80	75	65	2	2	1
Students with Disabilities	11	51	10664	92	98	94	481	456	440	9	20	23	55	53	54	36	27	22	NA	NA	1
Students without Disabilities	106	452	68947	99	100	100	529	533	504	4	2	4	12	18	34	82	78	61	2	2	1
Limited English Proficient Students	NC	NC	10362	NC	NC	97	NC	NC	438	NC	NC	22	NC	NC	57	NC	NC	21	NC	NC	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	10	37626	NC	91	98	NC	NA	479	NC	NA	10	NC	NA	45	NC	NA	45	NC	NA	0
Non-Economically Disadvantaged	113	493	41985	99	100	100	527	526	511	4	3	4	16	22	30	79	73	65	2	2	1

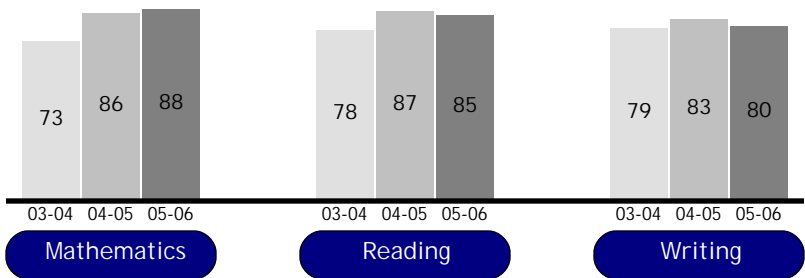
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	63	NA	58	97	55	61	47	100	56	67	46
	Language	98	56	63	50	97	45	59	47	100	48	65	48
	Mathematics	98	65	75	64	100	61	66	50	100	63	73	52
3	Reading	97	73	NA	55	100	55	62	44	99	58	67	46
	Language	98	75	74	61	100	52	57	44	99	56	61	46
	Mathematics	96	71	68	61	100	63	65	51	99	67	75	52
4	Reading	97	75	NA	56	100	63	64	48	98	68	70	52
	Language	98	68	69	52	100	64	65	49	99	70	72	52
	Mathematics	98	67	73	61	100	62	64	53	100	63	72	58
5	Reading	98	78	NA	55	100	67	68	50	100	75	72	56
	Language	99	72	67	49	100	66	68	50	99	79	72	54
	Mathematics	99	85	80	63	100	66	67	49	100	73	70	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Black Mountain Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Site Beautification
- Ü Students Will Write Daily
- Ü Develop a Positive Community Culture
- Ü Partner Participation in Community Event
- Ü Enhance Student Assessment Portfolio

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	34.50
Other Professional Staff	2.25	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	2	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	3	0	1
10 or more years	6	10	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	29
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library Media Center
- Ü Access to District Fine Arts Center
- Ü Hummingbird Habitat

Extracurricular Activities

- Ü Student Council
- Ü Math Club
- Ü Bobcat Chorus
- Ü Tutoring/Community Ed Classes
- Ü Grand Canyon Trekkers
- Ü Band/Strings
- Ü Artist-in-Residence
- Ü K-Kids Club

Social Services

- Ü Wellness Council
- Ü Counseling Services
- Ü Health Screening
- Ü Character Counts
- Ü Threat Assesment Team
- Ü Second Step Bullying Prevention
- Ü Positive Peer Relationships Groups
- Ü Banana Splits - Changes in Families

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Arizona Mathematics Teacher Award - 2004

ü Received \$50,000 grant for professional development.

ü Continued advances in computer technology including networking, Internet access, computer lab capabilities and classroom software programming. Nine (9) smartboards for integration of technology in the classroom.

ü A+ School Recognition
2004-2005

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a school-wide citizenship program: 'Make Your Day-Character Counts'. The program exists to provide a consistent campus management system for all classes and to teach appropriate school behaviors.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Pam Sitton	(480) 575-2100
Transportation Policy	Cathy Erwin	(480) 575-2081
Community Resources	Evelyn Holbrook	(480) 575-2070
School Nutrition Programs	Jeffrey Stempak	(480) 575-2437
Parent Organization	M Reeves/T. Andrzejewski	(480) 575-2100
Student Health/Nurse	Chris O'Mara	(480) 575-2100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.